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ABSTRACT

This compilation of 12 conflict resolution models is an attempt to provide a comparable overview of approaches that teach conflict management and peacemaking skills to K-12 students, teachers, counselors, and administrators. They have been selected for inclusion because they have been used in many schools around the United States. Each is classroom oriented, and each seeks to enhance responsibility and problem-solving skills. Many teachers and counselors are familiar with more than one approach and often combine elements of various models when teaching. Some models focus more on process, others more on communication skills or on respecting and understanding others as well as oneself; some link personal conflict situations with issues of international concern. All models foster peacemaking skills by developing respect for differing opinions, teaching empathy, and by developing collaborative problem solving skills. They empower students to find their own innovative approaches to conflict management and thus to develop self-esteem and decision making skills. (KM)

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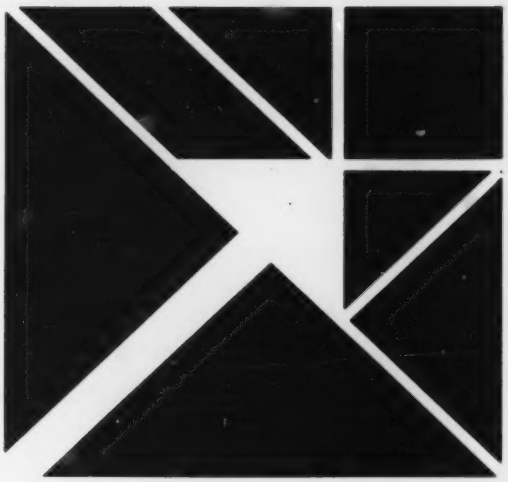

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A COMPARISON OF CONFLICT RESOLUTION APPROACHES FOR STUDENTS (K-12)

COMPILED BY
IOWA PEACE INSTITUTE

APRIL 1994

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FOSTERING PEACE

A COMPARISON

OF

CONFLICT RESOLUTION APPROACHES

FOR STUDENTS (K-12)

Introduction

The mission of the Iowa Peace Institute includes fostering peace through offering training and consultation in conflict management, and through the dissemination of information on the peaceful resolution of conflicts. This compilation of twelve conflict resolution models is an attempt to provide a comparable overview of approaches that teach conflict management and peacemaking skills to K-12 students, teachers, counselors, and administrators. It attests to the diversity as well as to the similarity of models that have been developed over the past years in the United States. It does not claim to be comprehensive or to cover all models that have been developed.

The approaches summarized in this compilation are:

- The Iowa Peace Institute (IPI),
- The Community Board Program Inc.,
- Children's Creative Response to Conflict Program (CCRC),
- David and Roger Johnson: Students as Peacemakers Program,
- Educators for Social Responsibility (ESR),
- PeaceWorks: The Education Foundation, Inc.,
- Talk it Out: A Conflict Resolution Program for the Elementary Classroom Teacher,
- Edward de Bono: Six Thinking Hats for Schools,
- Aiki Works Inc.: The Magic of Conflict Workshop for Young People,
- Terrence Webster-Doyle: The Peace Education Series,
- Mediation Games for All Types of Conflicts: Felder Books and Games,
- New Mexico Center for Dispute Resolution.

These approaches have been selected for inclusion in this compilation because they have been used in many schools around the U.S. and because several of them make their teaching materials available for sale. Each is classroom oriented, and each seeks to enhance responsibility and problem-solving skills. Many teachers and counselors are familiar with more than one approach and often combine elements of various models when teaching conflict management and peacemaking skills.

Some models focus more on process, others more on communication skills or on respecting and understanding others as well as oneself; some link personal conflict situations with issues of international concern. All models foster peacemaking skills by developing respect for differing opinions, teaching empathy, and by developing collaborative problem solving skills. They empower students to find their own innovative approaches to conflict management and thus to develop self-esteem and decision making skills. Most importantly, they offer hope; the hope that young people will learn that there are effective, peaceful ways to manage conflicts.

All programs share the philosophy that they can best be sustained in an environment where the whole school and the surrounding community are informed and help model the behaviors the students are taught. This is what in the long run will foster peace.

The IPI has available trainers who can present programs using most of them models described in this booklet. Within Iowa the Institute will provide up to one half day of free consultation to schools interested in developing a conflict management program. For further information about training or consultation in K-12 conflict management, please contact the Iowa Peace Institute, 917 10th Avenue, P.O. Box 480, Grinnell, Iowa 50112, (515) 236-4880, (515) 236-6905 (FAX).

Model: **The Iowa Peace Institute Conflict Management Program**

Philosophy: Conflict provides an opportunity for positive change if it is properly managed. Fighting for important principles such as civil and human rights, respect for individual differences and freedom of thought and expression can reveal life-affirming truths. Conflict can be harmful, though, and it must be managed so that relationships are maintained or at least not damaged. Unproductive conflict should be resolved through a process in which disputants reach an agreement which meets their conflicting interests fairly.

Goals: To give teachers, counselors, school administrators, and students skills in conflict management, principled negotiation, and mediation. To empower participants to be collaborative problem solvers.

Definition: Conflict exists when a disagreement escalates to the point where one party interferes with the other's ability to work, study, or otherwise accomplish goals.

Audience: Faculty, counselors, administration, classified staff, students, and parents in K-12.

Process: The Iowa Peace Institute tailors training to meet the needs of particular schools. Trainers are experienced in many of the models presented in this booklet. Whether workshops are of the one day introductory variety or the longer mediation training sessions, the process involves trainees in discussion, role plays, and exercises. There is much emphasis on interpersonal skill-building such as effective communication, active listening, problem-solving negotiation, and third-party intervention.

Training: Training sessions are tailored to participants' needs. Generally though, training of trainers takes five days, and mediation training takes from three to five days. Introductory workshops as well as advanced mediation training workshops can also be designed.

Materials: The Iowa Peace Institute trainers have developed their own materials. In addition, the Institute maintains an extensive library of written and video training materials which can be used in trainings or which can be loaned to interested parties. The library and its lending policies are described elsewhere in this booklet.

Costs: Training costs vary with the length of the session. Materials are available for loan at a nominal fee.

Uniqueness: The Iowa Peace Institute offers training in conflict management and mediation because it believes peaceful ways of managing anger and conflict can prevent violence. The IPI can call on a number of experienced conflict management trainers. These individuals are available to conduct specially designed training sessions in a variety of methods including those outlined in ***Fostering Peace.*** IPI has a long history of training teachers and administrators to be conflict management trainers. They in-turn have trained thousands of students to be peer mediators.

Evaluation: All of IPI's training sessions have been evaluated, although no scientific assessment of the long-term impacts of training have been conducted.

Contact: Iowa Peace Institute
917 10th Avenue
P.O. Box 480
Grinnell, Iowa 50112
(515) 236-4880
(515) 236-6905 (FAX)

Model: **The Community Board Program, Inc.**

Philosophy: Conflict can be an opportunity. Diversity is a positive value.
Elements of peaceful resolution can be found in the conflict itself.
Conflict resolution is a method of empowerment.
Conflict can build better and more lasting relationships.
Conflict resolution can help students learn about themselves and others.

Goals: Using conflict resolution, teachers can introduce students to skills that enable them to respond to problems in a constructive way.

Definition: Conflict is a disagreement between two or more people. Conflict is an opportunity to learn, enhance relationships, and express feelings.

Audience: Students in grades 1-12, teachers, parents, administrators, classified staff, and guidance counselors.

Process: The program consists of a curriculum as well as a peer mediation component. The training process is based upon role plays and activities. Participants learn about conflict, conflict styles, effective communication skills (perceptions, assumptions, barriers, listening skills, "I"-messages, restating, reflecting, affirming), interests and needs, brainstorming, and facilitating understanding thirty-party and one-to-one conflict resolution processes.

The peer mediation/conflict manager component follows a structured process: Introductions (confidentiality, rules), person 1 tells story, conflict manager restates, asks about feelings, clarifies; same with person 2; who helps to generate solutions; agree on resolution; congratulations; sign agreement.

Training:
- Trainers: 40 hours
- Teachers: 9 hours
- Students: 9-15 hours
- Update sessions bi-weekly or monthly.

Materials: Elaborate curriculum guides and training manuals for elementary, middle and secondary schools with a detailed manual explaining how to introduce a conflict manager mediation program in a school.

Costs:
- Elementary and secondary school curriculum each $44.
- Manuals: $12-$27.
- Training sessions by Community Board Program (4 days) $495-$595.

Uniqueness: Community Boards has extensive experience developing peer-mediation programs and training peer mediators. It emphasizes using the skills in real life conflict situations. The program is interested in individual empowerment on the student level. It also collaborates with institutions to create customized training approaches and peer mediation models which meet their individual needs (including juvenile correction facilities).

Evaluation: An instrument for evaluating this program has not been devised. General evaluations of the program in specific schools exist.

Contact: The Community Board Program, Inc.
1540 Market Street #490
San Francisco, CA 94102
(415) 552-1250

Model: **Children's Creative Response to Conflict (CCRC)**

Philosophy: CCRC seeks to deal with the roots of conflict, not merely the symptoms. It encourages teachers and others who work with children to move beyond the treatment of isolated crisis situations by developing a positive interaction which motivates children to respond to conflict constructively. By building a positive classroom environment where violence seems out of place, teachers' actions are examples of constructive approaches to problem solving. Children are given tools to enable them to find their own solutions.

Goals: The main goal is to assist teachers in helping children to learn the skills of creative conflict resolution which include cooperation, communication, affirmation, conflict resolution, mediation and bias awareness.

Definition: Conflict does not have to be a win/lose situation.
Growth comes through conflict.

Audience: The audience includes teachers, counselors, parents, nurses, social workers, and any one who works with children K-12. All students in a classroom.

Process: CCRC playfully works with activities that stress the four foundation blocks: cooperation, communication, affirmation, and conflict resolution (bias awareness, mediation, problem solving). The approach is experience and activity based.

Training: Workshops are geared to participants' needs. Flexible time periods for training are possible. Training for workshop facilitators is five days or two weekends, mediation training, problem solving and bias awareness are additional three day trainings.

Materials: Prutzman, Priscilla et al.: *The Friendly Classroom for a Small Planet*, 1988. CCRC Mediation Packet and CCRC Bias Awareness Manual.

A Year of SCRC (Students' Creative Response to Conflict): 35 Experiential Workshops for the Classroom

Costs:
- *The Friendly Classroom for a Small Planet, 1988* $15
- Mediation packet $7
- Bias Awareness packet $7
- Training costs: flexible

Uniqueness: There are over twenty-seven branches of CCRC around the world. CCRC is particularly successful in creating a safe environment where difficult conflicts involving bias issues can be addressed. CCRC has worked for twenty years in the richly diverse environment of New York City and offers a multicultural staff. Materials are available in Spanish and are currently being translated into Arabic and Russian.

Evaluation: Numerous evaluations exist or are in the process of completion.

Contact: Children's Creative Response to Conflict
Box 271
Nyack, NY 10960
(914) 358-4601

Model: **David and Roger Johnson: Students as Peacemakers Program**

Philosophy: All students need to be explicitly taught how to manage conflicts constructively. To do so, conflict resolution procedures have to be woven into the very fabric of classroom and school life. Conflict resolution must be taught in ways that increase student achievement, higher level reasoning, long-term retention, intrinsic motivation to learn, enriched relationships, and healthy cognitive and social development.

Goals: The goals are to train teachers to create a cooperative context, structure academic controversies, train students how to negotiate and mediate classmates' conflicts, and incorporate cooperative learning, academic controversies, and peer mediation into daily classroom life.

Definition:
- Controversy: Conflict between people's ideas, information, conclusions, theories and opinions.
- Conflict of interest: When the actions of one person, attempting to maximize his/her own goals or needs, interfere with another person's goals or needs.
- Conceptual conflict: When incompatible ideas exist simultaneously in a person's mind.
- Developmental conflict: Conflict arising from developmental stages of emotional growth.

Audience: Teachers, students K-12.

Process: Cooperative learning and academic controversy: Teacher generates an issue that has at least two strong sides; students prepare the best case for their assigned position, advocate the position, take the other side's perspective, and synthesize the two sides into a common position. Negotiation and mediation: Mediator helps students negotiate by stating what they want, how they feel, the reasons for their wants, taking each other's perspective, generating at least three options, and reaching a wise agreement.

Training: David and Roger Johnson conduct a five day workshop at the University of Minnesota and elsewhere in the country, usually during the summer. Follow-up is arranged with participating districts.

Materials: Elaborate manuals: *Teaching Students to be Peacemakers*, 1991.
Structuring Academic Controversies: Creative Conflict in the Classroom.

Costs: Books $20 each.
Training $300+ or district price.

Uniqueness: Conflict resolution is built into instruction, discipline procedures, and general classroom life. All students receive training. Development conflicts are identified.

Evaluation: There is extensive research on academic controversy, including three evaluation studies of peer mediation programs.

Contact: Cooperative Learning Center
202 Pattee Hall
150 Pillsbury Drive S.E.
Minneapolis, MN 55455
(612) 624-7031

For materials, please contact:
Interaction Book Company
7208 Cornelia Drive
Edina, MN 55435
(612) 831-9500

Model: **Educators for Social Responsibility (ESR)**

Philosophy: Conflict is a part of life. Without conflict there is no growth or progress. People of any age can acquire skills and understanding that will help them to deal with conflict in constructive ways. Learning about conflict at the interpersonal level provides students with an analogy to better understand conflict at the community, national and international levels. To prepare students to become decision makers in a democracy, they should not be shielded from societal conflicts, but they should learn about and participate in the dialogue on such conflicts in a developmentally appropriate manner.

Goals: Conflict resolution skills and concepts are best taught in the context of a caring community that includes: cooperation, communication, emotional expression, appreciation for diverse points of view and multiculturalism, and conflict resolution. Establishing such a community will eliminate many unnecessary conflicts by getting at the causes of conflict.

Definition: Conflicts are disputes or disagreements between two or more individuals or groups. Understanding and empathizing with all points of view in a conflict are critical to resolving conflict.

Audience: ESR is intended for teachers and students, K-12 and college level.

Process: Establishing a "Peaceable Classroom," such as a caring classroom community that includes qualities that reduce conflict: cooperation, communication, emotional expression, appreciation for diversity, and conflict resolution skills. These qualities need to be integrated at three levels through classroom management, training (direct instruction with students) and in the curriculum. They begin with skill acquisition at the interpersonal level, i.e.: understanding how conflicts begin and escalate, how to solve problems, develops solutions, express feelings and communicate clearly. They place an emphasis on understanding many different perspectives (through a process called Methodological Belief) since this is the heart of conflict and conflict resolution. Helping students make connections between the dynamics of conflict at the interpersonal level and other levels, such as national and international is also an important piece.

Training: Several training models: throughout the year, half-day and full-day introductory workshops for teachers and administrators are sponsored around the country by local ESR chapters. Week-long intensive summer institutes are held in many locations around the United States. There are several on-going, in-school conflict resolution programs in Boston, New York City, Minneapolis, and other locations.

Materials: William J. Kreidler: *Creative Conflict Resolution. More than 200 Activities for Keeping Peace in the Classroom*, 1984, and *Teaching Concepts of Peace and Conflict: Elementary Perspectives*, 1990. Other ESR produced materials deal with using conflict in the curriculum.

Costs: *Creative Conflict Resolution* $11.00, *Elementary Perspectives* $15. Workshop and Institute costs vary. ESR members receive discounts on courses and materials.

Uniqueness: ESR focuses on empowering students and teachers to better understand and deal with conflict productively, embraces conflict at all levels as a pedagogical tool, emphasizes understanding diverse points of view; develops empathy and caring through establishing classroom community, uses interpersonal conflict to understand conflict at other levels, and infuses conflict resolution into standard curriculum.

Evaluation: Several on-going programs have been evaluated or are currently being evaluated by outside evaluators, no built-in assessment/evaluation materials are available as of publication. Follow-up is built into many training programs through such mechanisms as teacher support groups, classroom visits by staff developers and curriculum materials.

Contact: Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617) 492-1764

Model: **PeaceWorks: The Peace Education Foundation, Inc.**

Philosophy: Peace education is holistic and life-affirming. It is rooted in human values and embraces the physical, emotional, intellectual and social growth of children. It is based on a philosophy that teaches love, compassion, trust, fairness, cooperation and reverence for the human family and all life. Peace education is skill building. It empowers children to find creative and non-destructive ways to settle conflicts and to live in harmony with themselves, others, and the world. Children learn best in a caring environment where their self-esteem is nurtured as they are challenged to become responsible decision makers.

Goals: The goals of PeaceWorks are to empower students with the skills, knowledge and attitudes to deal with conflict nonviolently and creatively, to teach the "Fighting Fair" method of conflict resolution, to enable students to take responsibility for their behavior, to build a classroom community based on trust, caring and cooperation, and to provide opportunities for students to develop positive self-esteem.

Definition: Differences in perception can cause conflict. Our values greatly influence our behavior and the decisions we make. Our values may cause conflict with others or within ourselves. Conflict exists at all levels, from the individual to the international.

Audience: Preschool - 12

Process: The classroom is the perfect place for students to learn and internalize conflict resolution skills. The classroom teacher has the training to teach skills, content and process and has the time to reinforce them in meaningful situations.

Skills, attitudes and knowledge are modeled, taught and reinforced through daily interaction and infusion into reading, language arts, social studies, science, math and health problems. This method provides students with many opportunities to explore conflict from a multiplicity of perspectives and situations.

Training: There is no specific training or in-service to bring the *Peacemaking Skills for Little Kids, Fighting Fair: Dr. Martin Luther King Jr. for Kids* or *Creative Conflict Solving* to any classroom.

Materials:
Peacemaking Skills for Little Kids (Preschool-2).
Creative Conflict Solving for Kids (3-4)
Creative Conflict Solving for Kids (5-9).
Fighting Fair: Dr. Martin Luther King Jr. for Kids (4-9)
Fighting Fair for Families (Available in English, Spanish, Haitian Creole, and French)
Come In Spaceship Earth: Kids as Crew Members (4-9).
Mediation for Kids. (4-12)
WIN/WIN! (7-12)
(All materials have teacher's guides).

Costs: Materials, including videos, vary from $20-$220.

Uniqueness: The materials are written for the classroom teacher and can be incorporated into a Social Studies, Science and Language Arts curriculum. They also fit into a guidance program.

Evaluation: A three year (1992-1995) study is under way in Dade County Schools, Florida.

Contact:
The Peace Education Foundation, Inc.
2627 Biscayne Blvd.
Miami, Florida 33137
(305) 576-5075
(305) 576-3106 (FAX)

Model: **Talk it out: A Conflict Resolution Program for the Elementary Classroom Teacher**

Philosophy: Teachers are key players in changing the way schools handle conflict. The more skillfully and consistently teachers respond to conflict, the more successful they will be in creating a peaceful school environment. Children benefit from conflict resolution activities and lessons, but if they are to internalize the skills they need practice resolving real life conflicts. Conflicts that occur in the classroom, therefore, are seen as "teachable moments," natural opportunities for children to practice peacemaking skills. When teachers help disputing children "talk it out" rather than withdraw or "fight it out," children eventually become independent problem solvers.

Goals: The goals are to train teachers to handle classroom conflict in ways that empower students to solve their own social problems, to teach all students that they are capable and responsible enough to resolve their conflicts, to teach students the speaking, listening and thinking skills they need to be successful, and to provide students with win/win experiences when real life conflict occurs.

Definition: Conflict is a natural occurrence in daily classroom life and provides important opportunities to practice peacemaking skills.

Audience: This program is intended for K-6 educators.

Process: Teachers present five lessons that concentrate on developing skills to deal with real life conflict. Students practice and internalize these skills in the "Conflict Corner," where the teacher guides disputing students through a six step problem solving process: 1) stop and cool off; 2) talk and listen to each other; 3) find what you both need; 4) brainstorm solutions; 5) choose the idea you both like best; 6) make a plan and go for it.

The teacher's goal is to move students toward greater skill and independence so that eventually students can negotiate agreements without the help of a third person. The teacher accomplishes this by individualizing her/his response to match the student's current level of understanding.

Training: One-day teacher training workshop; trainer is available to make classroom visits to demonstrate the lessons, provide roleplay practice with students and answer implementation questions.

Materials: Thirty pages of handouts are available in the workshop.

Costs: Training (handouts included): to be arranged
A manual for the elementary classroom teacher is in process and will be available from the author in Spring, 1994.

Uniqueness: This program perceives teachers as key change agents, trains all students in negotiation skills, provides teachers with a "script" to be used in facilitating negotiation when classroom conflict occurs, and trains teachers to individualize their response to conflicts based on disputants' current level of understanding. The six-step problem solving process includes anger management, direct communication between disputants, defining the problem in terms of needs, and collaborative brainstorming.

Evaluation: "Evaluation Questionnaires for Elementary Teachers and Administrators" are available.

Contact: Barbara Porro
438 Quartz Street
Redwood City, CA 94062
(415) 365–2028

Model: **Edward de Bono: Six Thinking Hats for Schools**

Philosophy: This approach is based on the assumption that thinking can be categorized and that the brain functions differently based on different modes of thinking. In a conflict situation this approach helps to switch roles, detach the ego from the thinking, and get beyond argument. This approach develops more comprehensive and objective thinking about any situation by using emotions and feelings, by providing a basic framework for thinking about next steps, and by allowing thought to take one direction at a time.

Goals: The six thinking hats method is a simple and practical way to overcome three fundamental thinking difficulties in a conflict situation—emotions, helplessness and confusion. The method can expand the students' and adults' perceptions. The six hats method teaches people to handle different modes of thinking systematically.

Definition: Emotions are an important part of thinking. When appropriate to the situation, they are essential, but disastrous in the wrong situations. Helplessness arises when we do not know what we can do next. Confusion arises when we try to do too much at once.

Audience: The audience includes students K-12; persons of all experience and backgrounds.

Process: Each thinking mode is being introduced separately based on a lead-in, followed by explanation, demonstration, practice, elaboration and conclusion.
- Red Hat: Emotions, intuitions and feelings. How do I feel about this?
- Yellow Hat: Benefits. Why will it work?
- Black Hat: Caution, judgment. Will it work?
- Green Hat: Creativity, different ideas. What are the alternatives?
- White Hat: Information. What information do we have and need?
- Blue Hat: Organization of thinking. What steps do we take next?

Training: The approach can be self-taught and learned quickly and easily. Each book for the various levels contains teacher notes, reproducible activities, sample lesson plans and more. Trainers are also available.

Materials: Books for each level, as well as a complete set and a wall chart are available. All books are very comprehensive, well written and clearly developed. Edward de Bono: *Six Thinking Hats for Schools*; (K-2; 3-5; 6-8; 9-12; adult educators).

Costs: $15 per book for each level.

Uniqueness: The approach looks at a conflict situation from a thinking perspective and facilitates the broadening of perception. The approach also contributes to cooperative problem solving. It is applicable throughout the curriculum and allows for a richer and more balanced exploration of any subject. The clarity of this approach works equally well with young children or senior executives.

Evaluation: No formal assessment has been done.

Contact: Perfection Learning Corporation
1000 North Second Avenue
Logan, Iowa 51546-1099
1-(800)-831-4190

Model: **Aiki Works Inc.: The Magic of Conflict Workshop for Young People**

Philosophy: We all have conflicts in our lives, but we don't always handle them effectively. The quality of our life and our work depends not on what happens to us, but on what we do with what happens to us. The Magic of Conflict approach teaches students real skills for resolving conflict and creating relationships that are both fulfilling and effective. At the base of this training is the concept of centering. This is a state of being which heightens our awareness and concentration, and also increases our stability. Centering is a choice that helps students get in touch with their power and blend their energy with others.

Goals: The Magic of Conflict presents an approach for turning conflict into an opportunity for growth and learning. Students learn to move with the energy created by conflict instead of resisting or fighting.

Definition: Conflict is a simple, observable phenomenon in nature and in human relationships. Conflict by itself is not bad. It is our response and the outcome that can be good or bad. We have a choice in how to handle conflicts. When we do not view conflict as a win/lose contest, we can create win/win solutions. Viewing conflict as an opportunity to learn and grow requires us to change our usual responses and beliefs, which may not be easy.

Audience: The workbook in the instructional kit is designed for 6th grade and above. The approach has application at lower grade levels.

Process: This approach, called Aiki, utilizes stories, kinesthetic exercises and empowering discussion questions. Students experience conflict on a physical level and then apply the experience to nonphysical conflict.

Module 1. "The Nature of Conflict:" students define conflict and understand that we are able to choose how we respond to conflict.

Module 2. "Being:" students learn skills that enable them to be calm and centered in any conflict, understand the true nature of power and energy, learn how to use that power appropriately in a conflict situation, and increase connectedness and well-being on all sides.
Module 3. "Looking:" students experience the value of understanding and discovery in conflict situations, and practice the skills of listening and developing awareness of all aspects of a conflict.
Module 4. "Doing:" students understand the role of change in resolving conflict, co-create viable solutions that support all sides of a conflict, and learn a process for working through problems.
Module 5. "Living Your Vision:" students become aware of their personal purpose and vision and experience the power of moving with a purpose.

Training: Teachers are trained by the instruction kit. Aiki Works offers a variety of workshops in the Magic of Conflict approach and also has a staff of trainers available for on-site training.

Materials: An instruction kit includes an instructional guide, the *Magic of Conflict* by Thomas Crum, the *Beyond the Gold* audio tape, a demonstration video tape, and a set of student worksheet masters. An expansion of the kit is anticipated in 1994, as well as the offering of a new video on handling violence within oneself for the 4th and 5th grade levels.

Costs: The instruction kit is $50.

Uniqueness: This method uses the Aiki approach, which combines ideas of conflict resolution, stress management, and optimum performance from science, education, sports and business with mind/body training techniques from the Japanese martial art of Aikido.

Evaluation: References of individual schools using the approach are available from Aiki Works.

Contact: Aiki Works Inc.
P.O. Box 251
Victor, New York 14564
(716) 924–7302

Model: **Terrence Webster-Doyle: The Peace Education Series**

Philosophy: The series deals with fundamental issues which prevent understanding and cooperation in human relations. Our minds are conditioned by our origin, our education and our experience. Observation of the fact of conditioning — becoming aware of the link between thought and action—enables us to see who we actually are. This reveals the potential for changing our ways of being and relating.

Goals: The intention of the Education for Peace Series is to help young people understand conflict in their lives and the world around them, and how to create humane, nonviolent ways to deal with it. The Education for Peace Series books promote insight into the causes of conflict—both individually and globally.

Definition: Conflict is created by being conditioned to think (and hence act) divisively--my belief versus your belief. Conflict begins with identification with a particular racial, nationalistic or religious belief system. This identification and association separates people into fragmentary ideologies thus creating division within the human race and throughout society.

Audience: This series is intended for young people and for parents, counselors, teachers and administrators who want to help young people understand what prevents peace—in other words, how to resolve conflict intelligently and nonviolently.

Process: The books can be read by young people (ages 10-14) without guidance. They can also be used in a classroom setting for group discussions with younger children.

Training: Offered by Dr. Webster-Doyle. Please call for more information.

Materials: Books in the Education for Peace Series include:
Tug of War: Peace Through Understanding Conflict, 1990.
Operation Warhawks: How Young People Become Warriors, 1993.
Why is Everybody Always Picking on Me?: A Guide to Handling Bullies, 1991.
Fighting the Invisible Enemy: Understanding the Effects of Conditioning, 1991.
(*Facing the Doubled Edged Sword* is now offered with the Martial Arts for Peace series.)

Costs: Prices for the books vary from $12.95 for paperback to $17.95 for hardcover. *Operation Warhawks* is available in paperback only. Cost of series is $45.00 available in paperback only.

Uniqueness: The books can be read and understood by young people as well as by adults. They can be used in a school or home setting.

Evaluation: Dr. Terrence Webster-Doyle's Education for Peace series is highly acclaimed including 1990, 1991, and 1992 Benjamin Franklin Awards for Excellence in Independent Publishing and the Robert Burns Medal in literature by Austria's Albert Schweitzer society for "outstanding merits in the field of peace promotion."

Contact: Atrium Publications
P.O. Box 816
Middlebury, VT 05753
(802) 388–0922 or (800) 848-6121

Model: **Mediation Games for All Types of Conflicts**

Philosophy: Role-play simulations can work with any program of instruction in conflict resolution. These games provide students the opportunity to play the parts of parties in conflict situations and to play the role of a mediator who helps the parties reach agreement. Participants learn to understand other people's viewpoints.

Goals: To introduce several conflict resolution concepts in an enjoyable way. Concepts introduced include the difference between negotiation, arbitration, and mediation, the choice of emphasizing personalities, positions, or interests in a mediation session, and the concepts of competition, cooperation, compromise and collaboration.

Definition: Conflicts are disagreements between two or more individuals or groups. We can learn intelligent ways to resolve our conflicts.

Audience: Games are available for all types of conflicts for all ages. A box of Kids' Conflicts with special "Kids' Lesson in Conflict Resolution" works with 4th grade to 7th grade, Family and Teenage conflicts boxes work with 7th and up, and other games are appropriate from 8th grade to 12th grade.

Process: The teacher reads the "Lesson in Conflict Resolution." Questions to test learning are provided and overhead projector sheets are available. Students are placed in small groups. The person playing the part of the mediator reads the "Fact Sheet" which tells the background of the selected conflict. Then students playing the parts of each party in the conflict study sheets which describe their positions and interests. The mediator studies a sheet that tells the mediator how to conduct the mediation session.

Training: The games provide a quick introduction to conflict resolution that is intended to stimulate teachers and students to further study.

Materials: Boxes of games with five games in each box are available on all of these topics: Kids' Conflicts, Teenage Conflicts, Family Conflicts, Marital Conflicts, Divorce Conflicts, Courtroom Conflicts, Institutional Setting (rehabilitation), Environmental Conflicts, Police and Community, The Middle East Peace Talks, Conflicts in the Balkans, World Conflicts, Racial and Multicultural Conflicts, and a Variety Pack. Individual games are available. A packet of sheets for use with an overhead projector is available.

Costs: Games are sold five to a box, complete with a Lesson in Conflict Resolution, Directions, and Instruction in Mediation for $14.95. Individual games with Lesson, Directions, and Instructions are $5. The teacher's kit with overhead projector sheets is $5. A catalog listing games is $1 or free with orders.

Uniqueness: A review in **The Fourth R** stated, "The Great Idea: Constructing mediation role-plays separately from any curriculum and marketing them as games allows for some useful applications. First, some of the people who never cared to read about mediation may be attracted to a game format and may them seek to learn more, especially if the game materials are written to encourage this. Second, mediation training programs that choose not to write their own role-plays can purchase them as needed. Third, to the extent that the content of a game is accurate and sufficiently broad, it can be a valuable addition to academic courses on that topic."

Evaluation: These games are constantly being tested and improved. The National Association for Mediation, which distributes many of these games, states that "As part of a larger curriculum, these games are a great resource for the teaching of mediation skills."

Contact: Felder Books and Games
9601-30 Miccosukee Road
Tallahassee, FL 32308-9662
(904) 878-6500 Order toll free from ECI (800) 231-1638

Model: **New Mexico Center for Dispute Resolution**
Mediation in the Schools Program, Youth Corrections Mediation Program

Philosophy: Conflict is natural and can be used as an opportunity for growth. Young people can learn conflict resolution by participating in institutional systems for resolving conflict and using collaborative skills. The use of mediation and instruction in conflict resolution skills can provide a constructive alternative to violence for youth and help establish new norms for social interaction.

Goals: To teach communication and conflict resolution skills through the use of the mediation process and classroom curriculum. To provide systems for conflict resolution in the areas of home, school, community, and juvenile justice. To create positive attitudes toward the peaceful expression and resolution of conflict.

Definition: Collaborative skills for resolving conflict can be learned and conflict can become a growth experience, developing creative ideas, understanding, and respect between parties.

Audience: Students, parents, school staff K-12, and youth service workers.

Process: A variety of programs provide experiences in positive communication and conflict resolution for youth and families, including a statewide mediation in the schools program, a youth corrections mediation program parent-child mediation, victim-offender mediation, and a youth violence prevention curriculum.

Training: The Center provides training institutes, on-site training, and technical assistance to schools, youth agencies, juvenile justice system personnel, and other public and private agencies.

Materials:
Resolving Conflict: Activities for Grades K-3
Lessons in Conflict Resolution: Activities for Grades 4-6
Training and Implementation Guide for Student Mediation in Elementary Schools
Training and Implementation Guide for Student Mediation in Secondary Schools
Managing Conflict: A Curriculum for Adolescents
Implementing Mediation in Youth Correction Settings
Implementing Parent/Child Mediation in Youth Corrections Settings
Mediation and Conflict Resolution for Gang-Involved Youth

Costs: Prices for materials range from $15.00 to $30.00 per item.

Uniqueness: Programs have been implemented in diverse cultural and geographic settings. Materials provide explicit and accessible curricular, training, and implementation guidelines. The Center has developed a model for program continuity in which school districts receive support over several years to internalize training for peer mediation

Evaluation: *School Mediation Evaluation Report, Evaluation Plan, and Evaluation Instruments.* According to this report, student mediators showed significant gains in self-esteem, attachment to school, and constructive attitudes about conflict at the junior high level. The evaluation instrument is available for other programs to use.

Contact: New Mexico Center for Dispute Resolution
620 Roma, NW, Suite B
Albuquerque, NM 87102
(505) 247-0571
(505) 242-5966 (FAX)

IPI Video Library

The IPI Library holdings include more than 40 videos dealing with conflict resolution in the schools. Several of the videos contain footage of student mediators solving conflicts and are excellent tools for use during initial meetings with school personnel or during training sessions. Others include testimonials of how conflict manager programs work in different schools and how they affect the students and the schools. Videos cost $5.00 per rental plus the cost of shipping for non-local borrowers. Videos may be borrowed for three weeks; this loan period may be extended by special arrangement. The following is a partial list of videos available:

Conflict Management Nightline Report.. News report by Peter Jennings. Student mediators in elementary, middle, and high school mediate disputes between their peers. 17 min.

Conflict Resolution in Communities and Schools. An overview of community action and school involvement by the Community Board Program in San Francisco. 17 min.

Peacemakers of the Future. Produced by Milwaukee Public Schools, WI. Elementary, middle, and high school students demonstrate mock mediations; teachers and principals add testimonials of how the program works. 23 min.

Staff Development: Conflict Resolution. Features a middle and a high school with peer mediation programs. Draws on the expertise of educators with hands-on experience in conflict resolution training. A staff development comment book accompanies the video. 18 min.

Teaching Students to be Peacemakers. Produced by David W. and Roger T. Johnson. Elementary students demonstrate a negotiation process as well as a mediation process. 10 min.

We Can Work it Out--Using Students as Mediators. Middle school students explain how they learned the conflict management process, demonstrate role plays. 15 min.

IPI Text Resources

Of the more than 2,000 books available from the IPI Library, nearly 150 deal with conflict resolution and mediation for K-12 students and educators. The library is open to the public at IPI headquarters in Grinnell, Iowa and because it is now on the State Library's Iowa Locator List, it is available to the state network of libraries. Printed copies of the library's complete conflict resolution resources may be obtained by contacting IPI. Books may be borrowed for three weeks for the cost of shipping for non-local borrowers; Grinnell residents may borrow them free of charge. Most library materials are recent acquisitions funded by a grant from the United States Institute of Peace. Among the books available to K-12 students and educators are:

Conflict Activity Cards, Margaret J. Levy and George G. Otero. These cards represent a way for the classroom teacher of grades 6-12 to supplement the content of her or his courses by adding another analytical tool to those already in use. They help students compare and contrast various global conflicts.

Keeping the Peace: Practicing Cooperation and Conflict Resolution with Preschoolers, Susanne Wichert. Creative conflict resolution for preschoolers including establishing objectives, personal values clarification, play environment, defining limits, interaction, and communication skills.

On-going Training Activities for Student Mediators, Dan Meyer. Designed as a framework for mediation program coordinators to use with students after the intensive initial training. It teaches new skills and provides a supportive learning environment for children.

Peace-ing it Together, Pat Fellers. A tool for teachers to use in introducing and integrating peace and justice concepts into intermediate and junior high school classrooms. It includes 55 reproducible, classroom-tested activities ranging from building community to world interdependence.

Teaching About Conflict: Northern Ireland, Jacquelyn S. Johnson. This unit informs students in grades 7-12 of the conflicts in Northern Ireland as well as demonstrating the common elements of conflict in every context and level.

In the belief that creating peace should be a shared responsibility and that Iowa and the Midwest can make special contributions to th process, the Iowa Peace Institute was founded in 1986 with initial funds provided by individuals, corporations, colleges and universities, and Iowa state government.

The mission of the Iowa Peace Institute is to serve Iowans by promoting peaceful settlement of disputes in Iowa, and by assisting Iowans to live and work in an interdependent world.

For further information about the Institute or our publications, please contact the Iowa Peace Institute, 917 Tenth Avenue, P. O. Box 480, Grinnell, Iowa 50112, (515) 236-4880 or (515) 236-6905 (FAX)

Conflict resolution is like the Chinese Tangram puzzle or the game of wisdom. The only rule: use all seven elements of the square to create new configurations, figures, animals or objects. The rule is simple (as in conflict resolution); what counts is your imagination, your creativity, to design new solutions. We have therefore adopted this logo for our school based conflict resolution program.

Iowa Peace Institute
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